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GROUP DISCUSSION METHOD IN DEVELOPING PKN UNDERSTANDING

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Abstract

Civic Education (PKN) is a subject that aims to educate students to foster morals and become good citizens, which is expected to be realized in everyday life, both in the school environment and outside the school environment. Civic Education (PKN) should be able to form students' activeness, creativity, and intelligent thinking in solving every problem that exists through deliberation and consensus in accordance with the fourth principle of Pancasila, namely "Democracy led by the wisdom of deliberation and representation". The education of the nation's character with morals and noble character is poured into the civic education subject which is implemented at every level of school. However, in reality, character education in Indonesia is considered to have failed in creating people with character and morals as in its mission. To overcome this, innovation is needed in the teaching and learning process, especially in Civic Education learning. PKN is a lesson about government and the obligations of citizens related to the state or between citizens. This study uses a literature study method by reviewing various relevant sources to determine the effectiveness of the group discussion method in civics learning. The results of this literature study indicate that group discussions can increase students' active involvement, deepen understanding of the material, and develop critical thinking and communication skills. In addition, group discussions also provide opportunities for students to share ideas and perspectives in solving problems related to citizenship.

Keywords : Discussion method, Pkn

Introduction

Civic Education (PKN) is a subject that aims to provide an understanding of democratic values, human rights, law, and obligations as citizens. In this era of globalization and modernization, an understanding of PKN is very necessary to create competent citizens in facing various social and political challenges. One approach that can be used to improve students' understanding of PKN subjects is the group discussion method. Group discussions allow students to be actively involved in the learning process, develop analytical and critical thinking skills, and exchange ideas and perspectives. Through collaboration in groups, students can also build a deeper understanding of the PKN concepts taught. The purpose of this study was to explore the effectiveness of the group discussion method in improving students' understanding of PKN materials, as well as to analyze the benefits and challenges that arise in implementing this method. The Unitary State of the Republic of Indonesia is a country that has an alternative history with a different nation. Since the Unitary State of the Republic of Indonesia was established, the provincial time frame, the battle against the violators, the battle for freedom, the struggle for autonomy (Old Order, New Order, Reformation). Every time the Indonesian public struggle is also diverse because the various levels of problems faced are not always the same without fail. During imperialism, it was separated by the difficulty of assets, both human resources and ordinary assets to support the colonizers. At that time the battle against the intruders developed a spirit of enthusiasm, extraordinary atonement to face the intruders. The period of independence occupation is a time to build the State's personality through teaching to teach the life of the country

to create eternal harmony, government assistance and public security. Every time there will be a possibility of a substitute country that will fight for the presence of the Unitary State of the Republic of Indonesia. The replacement will not appear suddenly but through a cycle that is in accordance with its problems and difficulties. Until now, without other people, problems and difficulties will be diverse when compared to before, so the cycle and strategy used must be unique. Indonesia expects teaching that can produce students with good quality and character. Improving the attributes of Indonesian society is an absolute requirement to secure the Indonesian state and for this condition the school students' premise is now ready to build character.

However, people who work in this country are not just finished in the school climate, but must include all meetings both inside and outside the school. Civic education learning in its activities requires teacher participation for the cultivation and empowerment of students. Teachers must have various abilities that can support their duties so that educational goals can be achieved. One of the abilities that a teacher must have in improving his/her professional competence is the ability to develop learning methods (Hardi, 2016). As a subject in the school curriculum, civic education is very important and has a mission that must be carried out. Among the missions that must be carried out is as basic education to educate citizens to be able to think critically and creatively, to criticize, to develop thoughts. For this reason, students need to have the ability to learn appropriately, to express and express opinions, to recognize and conduct studies on problems that arise in their environment in order to achieve the expected behavior. Group discussion method is one of the learning strategies that are widely used in various disciplines. Group discussions involve interaction between students who speak, listen, and give opinions to each other. According to Arends (2014), this method can increase student involvement, broaden horizons, and hone critical thinking skills. In the context of PKN, group discussions can help students to better understand material related to citizenship, rights and obligations, and their roles in society. For example, in a discussion about democratic values, students can share views and ideas related to how democratic principles are applied in everyday life. Civic education is an essential part of the public training framework. Furthermore, the city's teaching program is exemplified in the education and learning plan at all levels and levels of training. To guarantee its capacity and task in achieving general education goals, civic training needs to be planned, created, implemented, and assessed by taking into account general teaching goals.

These three things are the premise and structure for understanding the profile of metro training courses/subjects. Several previous studies have shown that the use of group discussion methods can improve students' social skills, strengthen conceptual understanding, and increase learning motivation (Smith & MacGregor, 1992). However, the application of this method also faces challenges, such as imbalance in contributions between group members, difficulties in managing time, and diversity of students' abilities in critical thinking. Civics teaching can involve and humanize students because during and after education must have the option to work with students to complete the learning system to broaden their perspectives (figuring out how to know), learning how to build capacity to do (figuring out how to do), knowing how to live and live (figuring out how to be), and knowing how to live in the state (figuring out how to live each) (UNESCO: 1996). Community learning is an instructive cycle to build a commendable desire and capacity to grow innovations that reflect public personalities that depend on the socio-social quality of Indonesia. In relation to the state and character building, civic education from a broad perspective has a vital position, capacity and work. City training is basically a type of character school that grows efficiently and fundamentally. In that special situation, city training cannot be separated from the public regulatory structure for national development and character development. The revival of the development of character education (morals and characteristics) in each school indirectly gives the assumption that citizenship education (PKN) which functions as moral education that has been going on so far is considered to have failed in creating human beings with character and morals as in its mission. Quoting from Machful Indra Kurniawan, 2013 "Character education has the same essence and meaning as character education, namely forming the child's personality, so that they become good human beings, members of society, and good citizens, so that they are able to anticipate symptoms of moral crisis and play a role in the development of the younger generation."

In addition, the Minister of National Education in a meeting with the leaders of Postgraduate Teacher Training Institutions (LPTK) throughout Indonesia at the Auditorium of the State University of Medan said "Character education must start from elementary school because if character is not formed early on, it will be difficult to change a person's character". Based on these statements, it is proven that the implementation of Character education in every learning is a must, because it is considered capable of making students intelligent, have good character and manners so that students are meaningful as members of society both for themselves and society in general and widely. Character and morals in golden age students are the main capital to save the nation in the future. Character and moral education are implemented in civic education subjects that take place in teaching and

learning activities starting from elementary school. Civic education is a subject that has a great responsibility in building a character of tolerance and democracy as well as good morals in each student because civic education is a mandatory moral education given at every level of education. In relation to the state and character building, civic education from a broad perspective has a vital position, capacity and work. Urban training is basically a kind of character school that is planted intentionally and fundamentally. In that special situation, community schooling cannot be separated from the public arrangement structure for the advancement of the state and character. However, character education in schools cannot be implemented if the instructor does not include people training into the learning device. In inserting character values in learning actually cannot be solved like that, but it is important for the configuration to display materials and design examples that are truly prepared by the instructor. Educators are relied on to have the option to implement and coordinate the training of people in schools. However, sometimes there are still educators who are confused in implementing and incorporating character training into the learning system in the classroom even though the government often holds courses. This is seen as a problem that must be resolved considering that instructors play an important role in fostering students' personalities.

Research Methodology

The method used in this study is a literature study. This literature study was conducted by collecting, reviewing, and analyzing various articles, books, journals, and other relevant sources regarding the use of group discussion methods in PKN learning. The sources used include previous research, learning theories, and best practice guidelines in active learning. The results of this literature study indicate that group discussions can increase students' active involvement, deepen their understanding of the material, and develop critical thinking and communication skills. In addition, group discussions also provide opportunities for students to share ideas and perspectives in solving problems related to citizenship.

Result & Discussion

Application of Group Discussion Method in Civics Learning

The group discussion method in civics learning generally begins with dividing students into small groups. Each group is given a topic or issue related to citizenship, such as democracy, human rights, or current socio-political issues. After that, students are given time to discuss, share opinions, and draw conclusions from the results of the discussion. The teacher acts as a facilitator who directs the discussion, ensures that every student participates, and keeps the discussion on track with the PKN material being studied. In some cases, the teacher also gives assignments to connect group discussions with relevant government regulations or policies.

Benefits of Group Discussion for Understanding Civics

From the research results, it was found that the group discussion method can improve students' understanding of the concepts in PKN. Some of the benefits identified include:

1. Deeper understanding : Students not only receive information from the teacher, but also process it actively through discussions with group members.
2. Improvement of critical thinking skills : Discussions enable students to analyze issues from multiple perspectives and assess the relevance of proposed solutions.
3. Improved communication skills : Group discussions teach students how to express their opinions clearly and listen to and respect the opinions of others.
4. Development of democratic attitudes : Through group discussions, students learn to work together, respect other people's opinions, and make decisions collectively.

Challenges in Implementing Group Discussions

However, the implementation of this method is also not free from challenges. Some of the obstacles encountered in this study include:

1. Time constraints : Group discussions often take longer than other learning methods, leaving time for assignments or other materials.
2. Lack of active participation : Some students are reluctant to participate in discussions, either due to shyness, lack of understanding of the topic, or dominance of other students in the group.
3. Imbalance in engagement : Some groups are more active and productive in discussions, while other groups are less effective, which can affect overall learning outcomes.

Citizenship Education Learning

Civic education learning is basically a form of teaching for the spearhead which means making them citizens who think clearly and know about their freedom and commitment in life in the public and state arenas, also intending to make preparations, all things considered, to become world citizens (worldwide society). smart. Civic training is important to be carried out with the aim that students become people who understand their freedom and commitment as Indonesian citizens, think fundamentally, have high resistance, are people who worship harmony, become figures who know and take part in the closest political life, public and world. This is in accordance with the idea of the learning objectives of Pancasila and Citizenship Education (PPKn), namely to form students into productive members of society who have a sense of pride in the Indonesian state, love for the homeland, straightforward, controlled, reliable, pleasant, attentive, and confident about the interface at home, school, and the general climate such as state and state (Supriyanto, 2018: 116). Citizenship Education shows how its citizens are friendly and devoted to the state, but also shows how citizens must really be open-minded and free. David Kerr (1999: 2), "Citizenship teaching is interpreted comprehensively to include the readiness of young people for their work and obligations as residents and, in particular, training work (box guidance, educating, and learning) in the preliminary cycle." This means that community training is broadly designed to include the most common way to prepare the age to combine the methods involved in preparing the younger age to take on their jobs and obligations as residents, and in particular, teaching work including tutoring, educating, and learning during the time spent establishing the citizen. This school makes every group of people who have not come have information, increased ability, and then open personal progress. Quigley, Buchanan, and Bachmuller (1991:11) "... the mentality and inclination of the soul of the population that supports the healthy and normal work of the sound-based framework". Therefore, students will see more how big their work is in the life of the nation and state.

The Importance of Citizenship Education

Teaching in Indonesia is relied on to prepare students to become citizens who have a firm and steady obligation to protect the Unitary State of the Republic of Indonesia. The realization of the Unitary State of the Republic of Indonesia is a modern public state. An advanced public state is a state that is founded on the spirit of patriotism or patriotism, especially on the guarantee of a region for a distinctive future in the same nation even though the people of the nation have different religions, races, identities, or meetings. (Secretariat of State of the Republic of Indonesia, 1998). A firm and reliable obligation to the standards and spirit of patriotism in the existence of society, the state and the state that depend on Pancasila and the Constitution of Indonesia must be communicated continuously to provide a deep understanding of the Unitary State of the Republic of Indonesia. With all considerations, the province of Indonesia has been made the Unitary State of the Republic of Indonesia. The Unitary State of the Republic of Indonesia is a sovereign state of people who depend on the Almighty God, just and humane humanity, the Unity of Indonesia and the majority government driven by the insight of the coordinators in the consideration of agents, and by recognizing civil rights for every person. individual Indonesia. (Introduction to the 1945 Constitution of the Republic of Indonesia).

National Character Education

Schools are an option that must be improved in the framework of training in Indonesia. Character training can also be interpreted as a work in the ability of students with social qualities and also the personality of the country to have their own qualities and characters. In Indonesia itself, character building has been carried out for a long time, such as Pancasila moral education, strict schooling and tested schooling. However, as a general rule, this framework has not shown satisfactory results. Character education is a teaching that is considered vital to start early. This is an instructive cycle that leads to teaching values, mentalities, and practices that radiate honorable people or honorable people. In framing a person of quality must be maintained from the beginning. The potential of a great person has been moved by each individual before being conceived, but this potential must continue to be given and through socialization and teaching from the beginning. Early age is a basic period for a person's personal development. There are many experts who say that the inability to develop character that occurs from the beginning will cause a person to experience problems when they are adults. In addition, instilling ethics in elementary school students is an important effort. Character education is a teaching that is considered vital to start early. This is an instructive cycle that leads to teaching values, mentalities, and practices that radiate honorable people or honorable people. In framing a person of quality must be maintained from the beginning. The potential for great people has been moved by every individual before being conceived, but this potential must continue to be given and through socialization and teaching from the beginning. Early age is a basic period for a person's personal development.

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Conclusion

Civic Education as one of the supporting pillars in building the character and personality of the community implies that metro instruction teaches citizens to become productive members of society, brilliant citizens not with the progress of the world that stands in a serious time. Thus, city schooling provides arrangement to citizens, both scientific knowledge, scientific insight, social insight, and deep insight. The importance of PKn in further developing public schools is very important and also closely related to the arrangement of city people embedded in students through quality-based methodology, quality presentation, but also disguises this quality to students to achieve these traits general public depicted by being devoted to God Almighty, having a just and prosperous humanity, united in the Unitary State of the Republic of Indonesia, being fair and reasonable, having civil rights for every individual Indonesian, being diverse, maintaining basic freedoms and commitment and love of world harmony. This study shows that the group discussion method is effective in improving students' understanding of Civic Education material. Group discussions not only improve understanding of the material, but also develop critical thinking, communication, and collaboration skills. However, challenges such as time management and student participation need to be considered so that the implementation of this method can run more optimally.

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